

# PERIODIC REVIEW OF TEACHER PREPARATION AT MICHIGAN'S COLLEGES AND UNIVERSITIES

## A New Protocol for 2005-2012 Review Cycle

**Periodic Review/Program Evaluation protocol for  
institutions that select *Specialty Program Review*  
through the Michigan Department of Education**

Prepared for the Superintendent of Public Instruction's Teacher  
Preparation Policy Study Group

October 18, 2006

# New Periodic Review Program Principles

- Collaborative
- **Outcome based**
- Continuous self-improvement
- Aligned with standards

- Dynamic
- **Public**
- **Transparent**
- Formal

# Collaborative

Protocol produced by Special Education Institutions of  
Higher Education Advisory Committee (SEIHE)

Participation by the MDE through the Office of Special  
Education and Early-Intervention Services (OSE/EIS) and  
Office of Professional Preparation Services (OPPS)

- James Hendricks, Professor Emeritus, School of Education, NMU
- Joanne Winkelman, OSE/ESI
- Steven Stegink, OPPS

# Outcome based

Program performance record and analysis

Effectuating learning of K-12 special education students

Five performance quality indicators (QIs)

- QI #1: Program performance outcomes priorities
- QI #2: Evaluation and assessment of program performance outcomes
- QI #3: Review of program performance outcomes
- QI #4: Revision of program performance outcomes
- QI #5: Electronic profile of special education program(s)

# Continuous self-improvement aligned with standards

## Application of Quality Indicator 1 and Quality Indicator 2

- QI #1 requires consistency with standards: e.g., the Michigan Administrative Rules for Special Education (Part 5), the Council for Exceptional Children (CEC) standards, K-12 Michigan Curriculum Framework
- QI #2 requires annual institutional self-evaluation based on self-selected performance outcomes

# Dynamic and public

## Application of Quality Indicator 3 and Quality Indicator 4

- QI #3 requires including representatives from local education agencies
- QI #3 requires incorporation of local, regional education needs and priorities
- QI #4 requires reporting and recording matrix: standard, evidence, changes, evaluation, follow up action
- QI #4 requires evidence that an IHE uses self-assessment processes to bring about special education program improvement

## Application of Quality Indicator 5

- QI #5 requires annual, web-based program report posted on TPI/IHE-maintained website
- Required elements
  - enrollment and production statistics
  - MTTC passing percentages
  - placement and professional performance of graduates
  - program coursework and field experiences
  - matrix of performance priorities and outcome data

# Formal

Regular scheduled periodic review, in collaborative peer-review context

## Timeline

- Planning document and conference calls: Fall 2005
- Collaborative review forum in Lansing for peer review of planning for QI 1 to QI 5: Spring 2006
- Annual web updating: QI #5, Spring 2007, Spring 2008
- Periodic review forum in Lansing for peer review of QI 1 to QI 5, including program approval recommendation: Spring 2009
- Annual web update of QI #5: each Spring through 2012



# Recapping proposed new PR/PE protocol

- Protocol of periodic review provides for continuous self-improvement of endorsement programs that effectuate the learning of K-12 special education students
- Protocol for Michigan's TPIs selecting MDE approval
- Protocol incorporates NCATE and TEAC elements
- PR/PE moves from approval based simply on compliance to program approval based on analysis of performance and quality

# Contacts

Jim Hendricks: [jhendric@nmu.edu](mailto:jhendric@nmu.edu), 906 869-7671

Joanne Winkelman: [WinkelmanJ@michigan.gov](mailto:WinkelmanJ@michigan.gov),  
517 335-0457

Steve Stegink: [SteginkS@michigan.gov](mailto:SteginkS@michigan.gov), 517 241-2945